DOCUMENT RESUME

ED 162 002 UD 018 698

AUTHOR May, Les; And Others
TITLE Metropolitan Planning Project, 1973-75. Final Performance Report.
INSTITUTION Metropolitan Planning Project, Newton, Mass.
PUB DATE Oct 78
NOTE 22p.; For related documents, see UD 018 596, UD 018 697, and UD 018 699; Not available in hard copy due to reproduction quality of the original document

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS City Wide Programs; *Educational Programs; Elementary Secondary Education; *Human Relations Programs; Minority Groups; *Program Development; *Program Effectiveness; Program Evaluation; *School Integration
IDENTIFIERS *Massachusetts (Boston); *Metropolitan Planning Project

ABSTRACT

This report summarizes the development of the Metropolitan Planning Project's (MPP) plan to voluntarily eliminate racial and ethnic isolation within the schools of the Boston metropolitan area for the periods July 1973 through June 1974, and October 1974 through September 1975. Included in this summarization are a description of the population benefiting from the Project and an outline of the Project's objectives and its accomplishments. The planned activities undertaken and actual accomplishments of each objective are presented separately. (EB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

OCT 23 1978

ED162002

METROPOLITAN PLANNING PROJECT

1973-75

FINAL PERFORMANCE REPORT

October, 1978

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Steven Arnoff

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

UD018698

This report has been prepared by the METROCENTER for Resource Development and Communications at the Metropolitan Planning Project in Newton, Massachusetts and is principally the work of Dr. Les May.

TABLE OF CONTENTS

FINAL REPORT OF PROGRAM PERFORMANCE - 1973-74

Introduction ..... Page 1

A. Population Benefiting from Assistance 1

B. Statement of Objectives and Accomplishments . 2

Objective I 3

Objective II 6

Objective III 10

FINAL REPORT OF PROGRAM PERFORMANCE - 1974-75

Introduction 12

A. Population Benefiting from Assistance 13

B. Statement of Objectives and Accomplishments . 14

Objective I 14

Objective II 16

Objective III 18

Objective IV 19

FINAL REPORT OF PROGRAM PERFORMANCE - 1973-1974

Introduction

The Metropolitan Planning Project (MPP) was funded under Section 709 (a)(2) of the 1972 Emergency School Aid Act (ESAA). This section of ESAA provided monies to school districts in Standard Metropolitan Statistical Area's (SMSA's) for the purpose of developing a ten-year plan to voluntarily eliminate racial and ethnic isolation within the schools of the area. The Boston SMSA was the only one in the country which received such a grant.

MPP's intitial ESAA grant of $980,000 was awarded for the one-year period of July 1, 1973 to June 30, 1974. However, because of delays in receipt of these funds and the hiring of staff, the Project did not initiate its major activities until mid-September, 1973. As a result of these delays, the initial grant was extended through September 30, 1974. This final report of program performance thus covers the 15 month period of July 1, 1973 through September 30, 1974.

A. Population Benefiting from Assistance

A specific description of either number or characteristics of the population benefiting from a project of this nature is virtually impossible to determine. MPP's Governing Board (18 superintendents, 8 Advisory Committee members, and 2 others), Advisory Committee (18 teachers, parents, and students), and staff had a goal of involving as many school districts, organizations, and individuals as possible in the process of developing the ten-year plan. Such participation from across the Boston metropolitan area took place throughout the 15 month planning process and are highlighted by the following information:

1. over 4,000 schools, organizations, and individuals received the Project's newsletters;

2. over 100 suburban citizens and 20 Boston citizens actively participated in an Urban-Suburban Steering Committee. These individuals, in turn, communicated directly with over 1,000 other people;

3. over 250 people attended the Project's first public workshops and over 100 teachers attended a spring workshop;

4. over 70 governmental and public agencies and organizations were contacted by the research staff as part of a data-gathering network;

5. a total of 78 proposals were submitted by 30 school districts for Design of Learning Environments projects. A total of 14 projects were funded and implemented. Eighteen school districts and over five hundred students participated in voluntary metropolitan programs as a result of these projects.

B. Statement of Objectives and Accomplishments

There were three major components of MPP outlined in the initial planning grant proposal - Community Participation and Public Information, Support Research, and Designing Learning Environments. Before presenting the objectives, activities and accomplishments of each component, it should be noted that MPP successfully completed the major objective of its funding - to develop a ten year plan for the voluntary elimination of racial and ethnic isolation in the schools of the Boston metropolitan area.

The three volume plan was submitted to the U.S. Office of Education in the Fall of 1974. These volumes summarize in much greater detail than is outlined in this final report the many tasks completed by MPP during its initial planning year. Reference to sections of the final report will be made in this summary of Project accomplishments.

The ten year plan consisted of the following volumes:

VOLUME I: METRO WAYS TO UNDERSTANDING

This volume tests the feasibility of the ESAA Formula Plan and the Alternative Plan designed to meet the mandate. The Alternative Plan describes the metropolitan education program recommendations: METROPATHWAYS, METROPAIRWAYS, and METRO ETHNIC HERITAGE RESOURCE CENTERS; the administrative recommendations: the METRO-CENTER FOR COMMUNICATIONS, COUNSELLING, AND RESOURCE DEVELOPMENT: and the governance recommendations: voluntary collaboratives of school districts.

VOLUME II: RESOURCES FOR IMPLEMENTATION

Volume II provides the technical foundations for the implementation of the metropolitan education programs described in Volume I.

PART ONE: PROGRAM IMPLEMENTATION: 1974-75 to 1982-83

This document presents the data for implementation of these programs in a schedule by year from 1974-75 to 1982-83 for students in the school districts in the metropolitan area,

as mandated by the ESAA. The schedule displays the number of students to be involved in any one year in any of the recommended education programs and further shows suggested school district groupings for METROPATHWAYS, and individual school groupings for METROPAIRWAYS. It shows models for the development of the METRO ETHNIC HERITAGE RESOURCE CENTERS. it also presents the "Community Analyses", an assessment of groupings of School Districts which were developed through an interpretation of research data about the 78 districts of the Boston Standard Metropolitan Statistical Area (SMSA).

PART TWO: TECHNICAL RESOURCES

This document consists of 48 comparative tables of the SMSA communities which examine more than 100 variables utilized in comprehensive education planning. These educational and education related characteristics include such significant variables for policy and program planning as historic and projected student enrollments by race; professional staff by race; school district revenues and expenditures; educational collaborative membership; population distribution by race; median income; home value; land use patterns; and travel times between municipalities.

VOLUME III: COMMUNITY PROFILES

The purpose of these profiles is to serve as the data base for the ten year plan and to develop information for the implementation of educational programs through the analysis of the interaction between the education system and related urban systems. A profile was developed for the 78 Boston SMSA municipal school districts and the five regional school districts whose entire student body comes from communities in the study area. Individual profiles for each school in the district are included.

Objective I. Community Participation and Public Information

The overall objective of this component of the Project was to insure the maximum participation of citizen and parent groups as well as local school district personnel from throughout the Boston metropolitan area in the process of developing the ten year plan. Furthermore, the participating groups were to reflect the diverse racial and ethnic composition of the populations that were to be served. There were six interrelated objectives of this component:

A. To initiate a dialogue within the SMSA communities regarding the goals and objectives of the planning project.

B. To encourage and solicit a wide range of participation from school and community groups in the process of planning metropolitan collaboration and the elimination of minority group isolation in the SMSA.

C. To enable the Advisory Committee to carry out its responsibilities to the various constituencies represented by its membership.

D. To provide minority groups with a series of communication vehicles which permit them to describe the richness of their several cultures to the larger community.

E. To create and sustain responsive feedback between the Project and the general public.

F. To design a plan for training school personnel to assume leadership in the organization of change and in gaining wide acceptance of Project goals.

The major activities that were outlined in the proposal to accomplish these objectives were:

1. form a Community Participation and Public Information program that would continually inform the public of the Project's plans and activities;

2. form a communications network of educational and lay groups/associations that would be continually involved in the Project's plans and activities;

3. gather resources (speakers, films, books, etc.) related to the Project's goals and activities that could be easily available to the communications network;

4. inform educational and lay groups of the characteristics and contributions of the diverse racial and ethnic groups that reside within the Boston area;

5. conduct workshops and plan management training activities to sensitize administrators, teachers and school committee members to the issues of cultural and racial isolation and to prepare them to provide leadership in changing the climate of their districts.

A detailed description of the accomplishments as well as slippages of this component in meeting its objectives can be found in pages 108-126 of Volume I of the ten year plan. The Community Participation activities were carried out in two phases. In phase one, school system staff and community organizations were brought together to discuss the problems of minority group student isolation and to develop strategies to overcome this isolation. Approximately 250 people attended one or more workshops held for these purposes in October and November, 1973. However, while a number of useful planning activities were offered by workshop participants, there were hardly any follow-up meetings by school superintendents or community organizations, as had been expected.

Phase two, which was planned in November, 1974, focused on the establishment of suburban and urban citizens' steering committees to coordinate dialogue and planning within various areas of the metropolitan region. Ten suburban steering committees and one urban (Boston) steering committee were established. Several joint meetings of these committees, in addition to separate meetings, were held between January and June, 1974. The Charles River Project and Political Discovery at Government Center, two of the curricula recommendations for the METROPATHWAYS program outlined in the ten year plan, were developed through these committees. Many other ideas presented in the ten year plan grew out of these committees. The Community Participation component also conducted a workshop for over 100 Boston area teachers in May, 1974. This workshop focused on the leadership role teachers could play in promoting metropolitan desegregation programs.

The Public Information component successfully created a communications network for the dissemination of information about MPP. A Newsletter of the Project's activities was distributed periodically to over 4,000 individuals and organizations. A number of press releases were sent to all urban and suburban newspapers (including minority newspapers) as well as television and radio stations. The Project's evaluator reported that in the six month period from October, 1973 to March, 1974 a total of 54 articles on MPP appeared in Boston and suburban papers.

The Project undertook, or was involved in, several staff development activities during the summer and early fall of 1974. These activities were closely tied to preparing for the implementation of METROPATHWAYS and METROPAIRWAYS, two of the program recommendations of the ten year plan. These activities included the Charles River and Political Discovery programs, a summer institute on open education at the Education Development Center, and workshops on intergroup relations conducted by the Experimental School System of the Commonwealth of Massachusetts. However, despite these activities, the Project did not design a plan for training school personnel (Objective F). There were three reasons for this slippage: budget restrictions for this element by the U.S. Office of Education; staff preoccupation with other

objectives of this component as well as with securing funds for the continued existence of MPP and other metropolitan desegregation programs; and the low priority placed on this objective by Governing Board members.

The Project's final evaluation report succinctly summarized the overall accomplishments of the Community Participation and Public Information components. The report indicated that the Community Participation component "designated and formed interested SMSA community groups, assessed their interests and needs, and coordinated them into a metro-wide network." This component also assisted in the conceptualization, outline and generation of alternative programs for the ten year plan. Regarding the Public Information component, the evaluation stated that "given the limitations of personnel and other resources, and other assignments, it appears to us that the Public Information component is functioning as well as can be expected."

Objective II. Support Research

This component's overall objective was to collect and to analyze data on the present characteristics of the Boston metropolitan area's population, schools and communities as well as to project significant changes in these current patterns. This information was to be integrated into the planning processes and documents so that the voluntary elimination of minority group isolation in schools would proceed on the basis of a systematic understanding of the context within which the plans would be developed and implemented.

There were six objectives within this component; the planned activities and actual accomplishments of each objective will be presented separately.

A. To form a data-gathering network with other agencies engaged in different aspects of metropolitan planning and survey the data presently available.

The activities that were planned to meet this objective included extensive dialogues with Boston area agencies that were engaged in metropolitan planning and surveys of the demographic, housing, transportation, and economic development data that were available.

Several strategies were utilized to develop this data-gathering network, including:

1. contacting federal, state, regional and local government agencies as well as minority and ethnic metropolitan organizations;

2. monitoring bills in the Massachusetts General Court related to metropolitan education;

3. identifying Boston area minority students of low incidence handicaps;

4. participating in the Governor's Commission on School District Organization and Collaboration and co-sponsoring a conference of educational collaboratives and citizen participation.

The accomplishments of achieving this objective are clearly indicated on pages 86 through 90 of Volume I of the final report which presents a chart listing the functional responsibilities of the 78 agencies contacted by the Support Research staff.

B. To develop profiles and analyses of racial, ethnic, economic, and education characteristics of the metropolitan area and of its individual communities.

The major activity planned for this objective was to produce statistical "community profiles" of each of the 78 cities and towns in the Boston area. These profiles were to include information on such community characteristics as:

1. social, racial and ethnic composition of the population;

2. population distribution and growth rates;

3. economic characteristics of the school districts and population;

4. educational characteristics of the school districts and population.

This objective was accomplished through a massive collection, compilation and analysis of statistical data on a large number of characteristics of the 78 Boston area cities and towns and its 5 regional school districts. The success in meeting this objective can be found in Volume II, Part Two of the final report which presents 48 comparative tables of the Boston SMSA communities and examines more than 100 variables, and Volume III which consists of 79 separate detailed monographs. The process, methodology and data sources used for compiling this comprehensive information system is described in pages 91 through 99 of Volume I.

C. To develop an enrollment projection model to assist regional planning for educational facilities and personnel.

A subcontractor was expected to be hired to develop an enrollment projection model that would examine such variables as: proportion of school-aged children; migration patterns; birth rates; and economic changes.

The Organization for Social and Technological Innovation, Inc. (OSTI) received the contract to develop an enrollment projection model. They projected the elementary and secondary enrollments for all school districts in the Boston SMSA for the period 1973-1983. These projections utilized the following variables: size of school age populations; population change from 1960 to 1970; median family income; median education level; industrial employment; tax rate; and student-teacher ratio. A more complete description of the model that was developed is available in pages 99-102 of Volume I and in the OSTI final report.

D. To gather data for use in determining available spaces for assignment of students to educational programs and facilities without regard to traditional district lines; code and place in a retrieval system base data on all such facilities; and make this data easily available to SMSA school systems.

The activities planned in this area were:

1. develop criteria for the inventory;

2. develop separate reporting forms showing categories of programs affecting secondary and elementary students;

3. develop a retrieval system;

4. send sufficient forms for inventory to cooperating districts;

5. process and program completed forms for storage in retrieval systems.

E. To develop and make available an inventory of community resources able and willing to participate in integrated innovative educational programs.

In developing such an inventory of community resources, the activities that were planned included:

1. surveying community institutions for their educational capacities and commitment to offer their resources;

2. soliciting biographical data and interests of "non-educator" community members;

3. matching selected resources with educational needs by a retrieval system;

4. designing means for disseminating and updating the community resource inventory

Since the development of a directory of educational programs and facilities (Objective D) involved a similar process for the development of an inventory of community resources (Objective E), the activities under these two objectives were contracted together.

The Education Collaborative for Greater Boston (EdCo) was awarded the contract; this organization tested and evaluated a model community resource and educational facilities inventory. The following three publications were produced by EdCo:

1. Report on a Pilot Study: Inventory of Community Resources and Educational Facilities. This monograph is a directory of people, programs and facilities in four Boston area communities that could participate in or be used for integrated metropolitan educational experiences.

2. Technical Materials for the Inventory of Community Educational Resources.

3. How to Conduct an Inventory of Educational Resources in Your Community. This publication outlines the steps an educational or community group could follow to develop their own inventory.

A more complete description of these publications can be found in pages 102 through 104 of Volume I. Because of budgetary and time constraints, one component of Objective D - to develop a data retrieval system - was not completed.

F. To draft legislative proposals removing obstacles to metropolitan collaboration and facilitating the mechanisms developed by the planning process.

A number of activities were completed to meet this objective. They included:

1. a review of metropolitan educational governance structures and statutes;

2. a review of current Massachusetts enabling collaborative legislation;

3. the commissioning of five papers discussing governance, tax policy, transportation, educational and housing obstacles to metropolitan collaboration;

4. the development, in conjunction with the Massachusetts Department of Education, or urban-suburban program legislation.

A more detailed description of these activities can be found on pages 104 to 106 of Volume I; the papers can be found on pages 149 to 230; the legislation is on pages 371 to 374.

The Project's final evaluation report made the following observations that indicate the overall accomplishments of the Support Research component:

> All indications are ... that the Support Research component will have achieved its objectives in exemplary fashion, and will produce among other things a data bank which will be unique in that it will contain information from multiple agencies such as education, housing, transportation, etc., that have never been brought together before.

Objective III. Designing Learning Environments

The overall objective of this component was to encourage the design of plans and programs which created environments for students from racially and ethnically different backgrounds. Grants or mini-grants ranging from $2,000 to $75,000 were to be awarded to individuals, organizations and school districts submitting plans which were both imaginative and workable.

The following five objectives for this component were specified in the proposal:

A. To solicit from school districts, artistic, scientific, industrial organizations and civic agencies proposals to plan and pilot significant learning environments for students of different economic, racial, and ethnic groups.

B. To make available under subcontract $300,000 for the development and design of a wide variety of learning sites which test the feasibility of reducing minority group isolation.

C. To assure that all plans which receive funding meet the criteria stated above.

D. To assess the quality of each plan and its pilot efforts through an on-going evaluation process.

E. To inform interested "publics" of the progress of these activities by using the mechanisms established in the Community Participation section of this proposal.

A total of seventy-eight proposals, involving thirty school districts and 3,397 students were submitted for Design of Learning Environments (DLE's) projects. The following fourteen projects developed to serve students of different racial and ethnic backgrounds from two or more school districts, were funded and implemented:

1. Theatre Company of Boston
2. Cases and Studies of Economic Situations
3. Boston Street Academy
4. E.N.E.R.G.Y.
5. Social Discovery
6. Chinese American Resource Center
7. Boston Indian Council
8. Storefront Video Project
9. Hispanic Culture Curriculum Project
10. Mobile Museum
11. Cooperative Seminars Program
12. Afro-American Resource Center
13. Metropolitan Cultural Alliance
14. Roxbury-Dorchester Communities as an Environmental Learning Laboratory.

Despite funding problems that delayed the start of most projects by three months, all DLE's successfully completed their planned projects and provided metropolitan integrated experiences for over 500 students. A description of each of the projects can be found on pages 134 through 138 of Volume I as well as the final reports and evaluation studies that were submitted to MPP.

The Project's final evaluation report indicated that Objectives A (solicit proposals), B (fund proposals), and C (assure plans met criteria established) were all completed. The evaluation felt that in carrying out Objective D (to assess the quality of each plan ... through an on-going evaluation process), most DLE's were focusing too much on "activities and procedures rather than on the outcomes of those activities or procedures." However, the evaluators indicated that "given the delays and operational problems which the DLE projects have encountered, it is understandable how the DLE projects and MPP staff can become so immersed in those problems that they will fail to capture what effects (outcomes) resulted."

FINAL REPORT OF PROGRAM PERFORMANCE - 1974-1975

Introduction

The Metropolitan Planning Project (MPP) received a $200,000 ESAA grant for the period of October 1, 1974 to September 30, 1975. These funds were granted as a continuation of a $980,000 planning grant awarded during 1973-74. The purpose of the initial grant was to develop a ten year plan for the reduction of minority student isolation in the schools of the Boston metropolitan area. As was documented in the final report of the 1973-74 grant, MPP successfully completed all of the original objectives, including the completion of a ten year plan.

The 1974-75 funds were granted in order that MPP could complete the following objectives which were all based on the programmatic recommendations of the ten year plan:

1. to implement an 8 month pilot of the METROPATHWAYS program;

2. to initiate the METROPAIRWAYS program;

3. to implement a staff development training program;

4. to conduct planning, research, and evaluation activities that support these three programs.

Before discussing the achievement of these objectives, it should be noted that the initiation of activities related to these objectives were delayed for several months while negotiations took place between the MPP Executive Director, the Brookline School Department (fiscal agent for the project) and H.E.W. program officers regarding changes in the budget and scope of activities. The MPP Executive Director, on September 25, 1974, had requested that the following revisions in the project's program for 1974-75 be made:

1. change the full-time staff positions from four to five, replacing a Pathway Facilitator, Staff Development Facilitator, Pairway Facilitator, and Planning/Research/Evaluation Facilitator with the following positions:
   Executive Director, METROPATHWAY Coordinator,
   Staff and Program Development Coordinator,
   METROPAIRWAY Coordinator and Staff Associate;

2. implement a METROPATHWAYS program with a minimum of 100 students and 4 teachers rather than the 600 students and 24 teachers indicated in the funding proposal.

The change in staffing patterns were not approved by the H.E.W. Program Officer until November 14, 1974. As a result of this delay in approval

of new staffing patterns, the METROPATHWAYS Program Coordinator was not hired until December 1, 1974 and the METROPAIRWAYS Coordinator was not hired until February 1, 1975. Thus, the planning for the METROPATHWAYS and METROPAIRWAYS programs were delayed by several months because of the lack of Coordinators.

The change in the scope of the METROPATHWAYS program was not approved until January 31, 1975. (The changes reduced the number of students targeted for enrollment in the program from 600 to 400.) As a result of this delay, the METROPATHWAYS pilot was limited to a one semester program that did not commence classes until February 10, 1975.

A. Population Benefiting from Assistance

The following number of students, teachers, and parents from communities across the Boston metropolitan area participated in MPP activities and programs during 1974-75:

1. METROPATHWAYS

   a. 423 students from 11 school districts and 24 high schools

   b. 13 released time teachers from 13 school districts

   c. 50 parents of students enrolled in the program who attended a parent meeting;

2. METROPAIRWAYS

   a. 22 superintendents of schools who met with the Coordinator to discuss this program

   b. 75 administrators and teachers from 18 schools who met to plan METROPAIRWAYS programs;

3. Staff and Program Development

   a. 40 teachers attended two METROPATHWAYS workshops

   b. 15 high school administrators attended a METROPATHWAYS liaison workshop

   c. 60 teachers and administrators attended a METROPAIRWAYS workshop

   d. 20 parents and citizens attended four Urban-Suburban Steering Committee meetings;

4. Other

   a. 200 administrators, teachers, and parents from 30 communities attended a report conference on MPP's ten year plan on October 30, 1974.

   b. 18 superintendents and 15 parents, teachers, and students attended regular monthly meetings of the project's Governing Board and Advisory Committee.

B. Achievement of Objectives

Objective I: To put into operation by the spring semester 1975, a pilot of the METROPATHWAYS program which will encompass a maximum number of students from a variety of racial, ethnic and cultural backgrounds in a range of curriculum, utilizing public transportation and third sites in as large a geographic area as feasible in terms of time, distance, and quality education.

A successful METROPATHWAYS pilot program operated for sixteen weeks from February 10, 1975 through June 23, 1975. A total of 423 students from the following eleven school districts participated in the program:

Belmont	Medfield
Boston	Newton
Brookline	Waltham
Cambridge	Watertown
Cohasset	Experiemental School System of the
Lexington	Commonwealth of Massachusetts

Thirty percent of the students enrolled in the program were minority students from diverse racial, ethnic and cultural backgrounds.

The program offered the following diverse study options, which all met at field sites accessible via public transportation:

1. Ethni-City--
   This course utilized the perspectives of history and anthropology to increase students' knowledge and understanding of Boston's Native American, Afro-American, Chinese-American and Hispanic-American communities.

2. Theatre Arts as Enrichment--
   This course used English and drama skills to introduce professional theater to students, including exploring ways of using theatre arts in various subject areas.

3. Self-Discovery through the Theatre Arts--
This option taught students basic theater techniques with particular attention to the stage as a place of magic and illusion.

4. Charles River and Its Environs--
This option emphasized on-site environmental learning experiences, through a study of the Charles River and its environs, including an examination of land, air, and water systems and the interaction of ecology and technology.

5. Political Perspectives--
This program made state and local government structures more comprehensible to students through academic study and direct observation.

The evaluation that was planned for the METROPATHWAYS program included the following components:

1. a historical/factual documentation of the project's organization, staffing, communications system, facilities, and study option content;

2. attitudes and perceptions of groups participating in the program including students, teachers, principals, superintendents, parents and staff;

3. an examination of the extent to which the program's main goals and the objectives of the five study options were accomplished.

A number of measurement instruments were developed and administered to the following groups in order to obtain evaluative data: students, teachers, resource persons, participating district liaisons, parents, superintendents, staff, Governing Board and Advisory Committee. In addition, data was collected through on-site observations, analysis of student logs and interviews.

The evaluation concluded that the METROPATHWAYS program successfully completed its objective. Specifically, the evaluation indicated that:

1. participating students received a quality educational experience;

2. the program offered innovative educational options;

3. collaboration among school districts increased;

4. racial, ethnic and geographic mixing among students took place and racial isolation was reduced.

With funds from the Massachusetts Department of Education, METRO-PATHWAYS staff refined the program during July, 1975 and held a report session in August, 1975 to present the 1975-76 program plans to 17 school district representatives. With a $120,000 grant from the Massachusetts Department of Education, a METRO-PATHWAYS program involving 353 students and 15 school districts was in operation during the 1975-76 school year.

Objective II: To develop a METROPAIRWAYS program in which elementary and middle schools will form pairs or triads across district boundaries.

The METROPAIRWAYS Coordinator initiated the development of elementary and middle school pairings or triads by meeting directly with the superintendents of schools or their designee to discuss the program's concept and elicit their interest. During February and March, 1975, she met with representatives of the following 22 Boston area school districts:

Arlington
Belmont
Boston
Brookline
Cambridge
Canton
Chelsea
Dedham
Everett
Lexington
Lincoln
Milton
Needham
Newton
Reading
Somerville
Waltham
Watertown
Wellesley
Weston
Westwood
Winchester

Subsequent to these meetings, superintendents of many of the districts contaced their principals directly about the program or gave the Coordinator permission to initiate such contacts. Through this process, the Coordinator identified eight schools in Boston and nine schools in seven suburban communities that were interested in participating in a pairing or triad during 1975-76. After a number of meetings between administrators, teachers, and parents of these schools, eight pairings and triads were planned for 1975-76, contingent upon adequate funding. These potential METRO-PAIRWAYS programs are indicated in the listing below. Included is information on the grades to be involved, the projected enrollment and the curricular focus.

METROPAIRWAY Boston Schools	Projected Boston Enrollment	Suburban METROPAIRWAY Districts	Projected Suburban Enrollment
Mary E. Curley Middle School (Jamaica Plain) Grade 6	150	Burlington, Wellesley	150
Curricular focus: Environmental Studies (Residential Camping), Language Arts			
O.W. Holmes Middle School (Dorchester) Grade 6	90	Burlington	90
Curricular focus: Indian Study/Archaeology			
Davis Ellis School (Roxbury) Grades K-5	150	Angier School (Newton)	150
Curricular focus: Varied			
Hernandez School (Dorchester) Grades 3,4	50	King School (Framingham)	50
Curricular focus: Bilingual Curriculum: A Comparison of Puerto Rican and American Culture			
Marshall School (Dorchester) Grades K-5	300	Oak Hill School (Newton)	300
Curricular focus: Varied			
Bancroft School (South End Grades 3,4	25	Pierce School (Brookline)	25
Curricular focus: Bicentennial/Social Studies			
Trotter School (Roxbury) Grades 4,5	100	Needham	100
Curricular focus: Math			
Taylor School (Mattapan) Grades 1,2	50	Stoneham	50
Curricular focus: Language Arts			
Boston Total:	915	Suburban Total:	915

A $80,000 grant from the Massachusetts Department of Education enabled four of these PAIRWAY programs to be implemented during 1975-76.

Although no formal evaluation of the METROPAIRWAYS program took place during 1974-75, the formation of eight potential pairings or triads with a projected total enrollment of 915 students indicates this objective was achieved quite well.

Objective III: To develop a cadre of teachers, administrators and community resource persons who, in turn, will be able to train other teachers to work on METROPATHWAYS and METROPAIRWAYS and to act as resource persons in their own school; to build with teachers through the planning process, the techniques and skills which will institute integrated programs enabling them to design and create new multi-racial and multi-cultural programs.

The staff and program development component of MPP planned and conducted a number of workshops and training sessions for teachers and other participants in the METROPATHWAYS and METROPAIRWAYS programs. These workshops and related activities were all aimed at assisting teachers to train staff in their own school systems and to design/create multi-racial and multi-cultural programs. The workshops and training sessions that were held included:

1. orientation sessions for resource consultants and teachers working in METROPATHWAYS - week of Feb. 3, 1975;
2. workshop for METROPATHWAYS teachers - March 1, 1975;
3. meeting of parents of METROPATHWAYS students - April 14, 1975;
4. second workshop for METROPATHWAYS teachers - May 3, 1975;
5. METROPATHWAYS student workshop - May 17, 1975;
6. METROPATHWAYS curriculum planning workshops - May 31 and June 13, 1975;
7. METROPATHWAYS liaison workshop - June 12, 1975;
8. METROPAIRWAYS workshop - June 14, 1975..

The evaluation of these staff and program development activities indicated they were well attended and successful. Over half of the program teachers and resource persons participated in four or more activities. Of those staff responding to an evaluation questionnaire, five out of eighteen said they found the staff development activities very helpful and ten out of eighteen said

the activities were moderately helpful. The METROPATHWAYS' evaluation team's on-site observation data indicated that the "staff and program development component positively impacted the program's operation". Combined, the data collected by on-site observation and through questionnaires indicated that staff and program development was functionally effective in the context in which it was applied.

Objective IV: To develop the evaluation of the programs, and the planning for the expansion of these pilots, all of which are designed to reduce minority student isolation in the schools of the Boston SMSA. This will require the development of an evaluation design as well as the use of the design in the evaluation of the programs.

This component completed a number of activities during 1974-75, including the following:

1. development of an evaluation design for the METROPATHWAYS program and coordination of the evaluation activities. An evaluation of the METROPATHWAYS program by Benjamin Swan Associates was completed on July 31, 1975.

2. development of funding proposals to expand the project's three program components. As a result of these proposals the following funds were obtained that allowed for or expansion of MPP's programs;

   a. a $49,914 grant from the Massachusetts Department of Education to allow for an expansion of the METROPATHWAYS program during 1974-75 and planning for the 1975-76 program;

   b. a $34,455 grant from the Massachusetts Department of Education for initiation of the METRO ETHNIC HERITAGE RESOURCE CENTERS;

   In addition, a $300,000 continuation proposal for MPP was written and submitted to the U.S. Office of Education;

3. completion of a study of minority-group student access to vocational-technical schools in the Boston area that was funded by the Massachusetts Advisory Council on Vocational-Technical Education;

4. development of model legislation which would create a Board of Cooperative Educational Services in the Boston area to coordinate urban-suburban desegregation programs.

While no formal evaluation of these activities was made, this component of MPP successfully met its objective.